

Building Better Rubrics (BBR) Module 4: Supporting Student Learning

**An AAC Professional Learning Module
to accompany the AAC Publication**

BBR Professional Learning Modules at a Glance

▪ Support student learning ▪ Enhance classroom assessment practices ▪ Evaluate student performance ▪ Provide specific feedback

Better
Building Rubrics

Describe levels of quality

Sherry Bennett, Anne Mulgrew

An AAC Publication

Provide specific feedback

▪ Support consistency of scoring ▪ Provide a springboard for conversation ▪ Articulate and clarify criteria ▪

What kind of brick is a rubric?

Module 1: Purpose & Design

The What, When, Why and How of Rubrics

Recognizing Quality Rubrics

Module 2: Not all Rubrics are Created Equal!

Module 3: Shortcuts for Successful Rubrics

Tools for Novices and Pros

Module 4: Supporting Student Learning

Lingering Thoughts

BBR Professional Learning Modules at a Glance

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What kind of brick is a rubric?		
The What, When, Why and How of Rubrics		
Recognizing Quality Rubrics		
Tools for Novices and Pros		
Lingering Thoughts		

pp. 12-13;
25



Module 4: Supporting Student Learning

Check Out the Border!



Support student learning ▪ Enhance classroom assessment practices ▪ Evaluate student performance

Describe levels of quality

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Provide specific feedback

Support consistency of scoring ▪ Provide a springboard for conversation ▪ Articulate and clarify criteria

Rubrics can do much more than simply provide a place to record student scores from summative assessments.

It's all about the Asterisk*

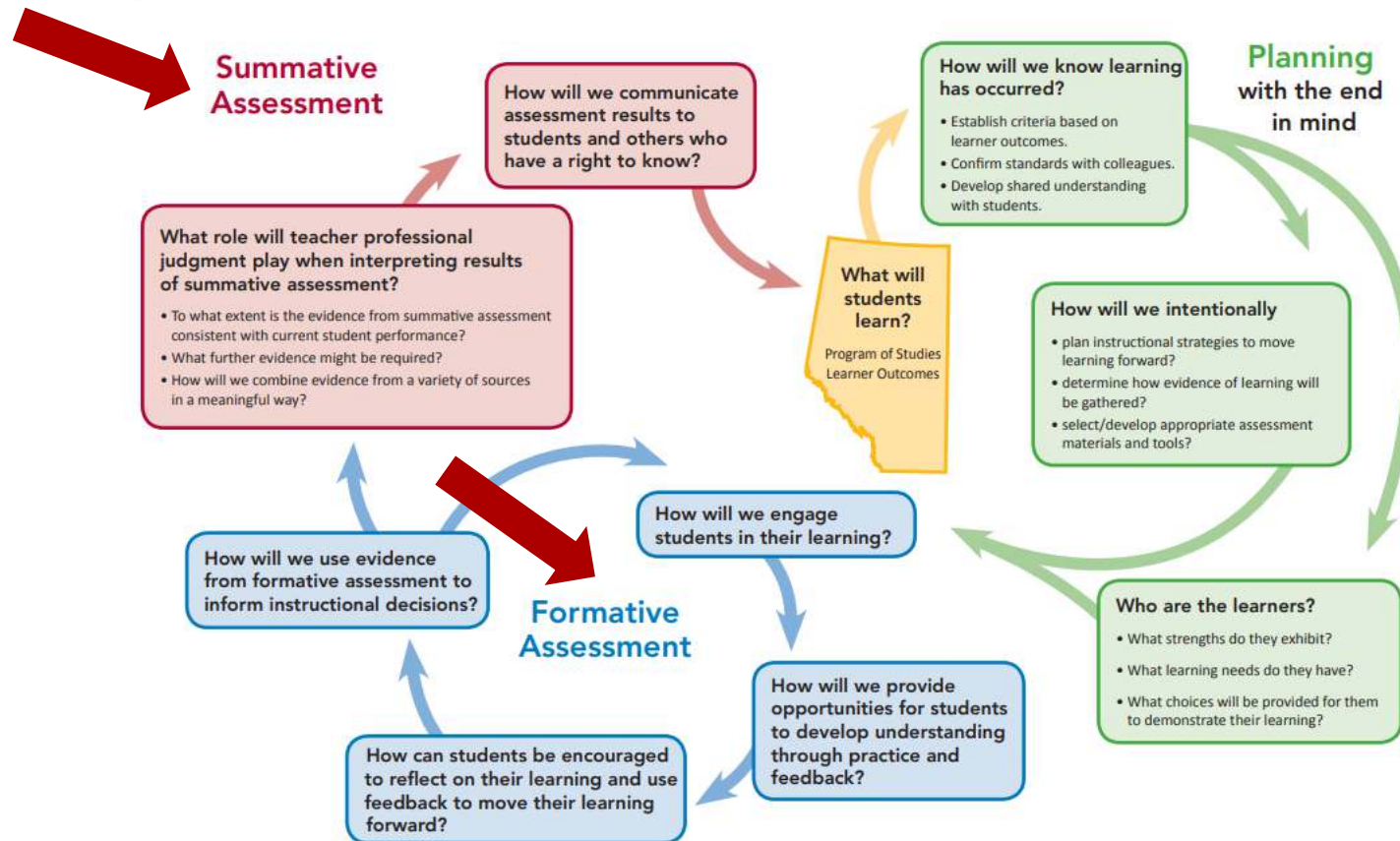
Level Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient/ Blank *
Provides information (5.2.1.5)	Provides significant description of selected group.	Provides meaningful description of selected group.	Provides predictable description of selected group.	Provides superficial description of selected group.	No score is awarded because there is insufficient evidence of student performance

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

What are the implications of this statement?

How can rubrics support...?

AAC KEY VISUAL: ASSESSING STUDENT LEARNING IN THE CLASSROOM



Rubrics *Can* Support Student Learning

pp. 12-13

Rubrics can be used for both formative and summative assessment when

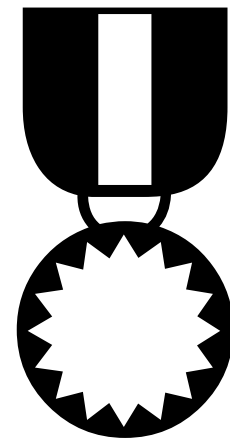
- ungraded feedback is given while work is in progress;
- students take ownership;
- a supportive classroom climate exists;
- students know how to give and receive feedback; and
- time is available for students to revise work in progress based on feedback received.

To Provide Effective Feedback

- Develop a shared understanding of quality.
 - Use exemplars.
 - Break down the skills into their component parts.
 - Engage in conversation about work in progress relative to the standard.
- Ask questions to guide students rather than giving answers or making corrections for students.
- Provide feedback early while there is still time for students to improve their work.

Everyone Wins...

When we use rubrics to support student *learning*.



For Ongoing Support with Rubrics

AAC Website: Self-Directed PD Resources

<https://aac.ab.ca/self-directed-pd-resources/>

Assessment 101

Criteria

Formative Assessment

Rubrics

Differentiated Assessment

Assessment in Action